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ABSTRACT

As part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates, and continued in 1978 with the 1976 graduates, it was decided to conduct a survey of the 1980 graduates of the Mesa Public Schools during November and December, 1982. The data collected and analyzed at that time are presented in this study. Fifty-eight percent of the graduates of Mesa Public Schools are doing what they planned while in high school. Forty-two percent of the 482 respondents are going to school full time. Of those not attending school full time, 80 percent are employed full or part time. Eighty percent of the total sample agree that more math classes should be required. Seventy-five percent agree that more business education classes are needed, and 70 percent agree that more English and science should be required. Seventy-nine percent of the graduates responded that their high school experience in Mesa was good or excellent. Over 25 percent of the respondents indicated poor preparation for each subject area. Subjects for which students most frequently indicated poor preparation were: math, English, science, and art. Over 70% of the respondents also contributed comments. Results were compared with responses of earlier graduates (1971 and 1976). (BW)

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MESA PUBLIC SCHOOLS:
As Seen Through the Eyes
of 1980 Graduates

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TM 810 523

DEPARTMENT OF RESEARCH & EVALUATION

MESA PUBLIC SCHOOLS

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MESA PUBLIC SCHOOLS:
As Seen Through the Eyes of 1980 Graduates

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MESA PUBLIC SCHOOLS

FOREWARD

The major function of the Mesa Public Schools Department of Research and Evaluation is to provide information to decision makers. This data should be of sufficient depth, yet concise enough to speak squarely to the issue at hand.

The purpose of this report by the Department of Research and Evaluation was to collect data from the 1980 graduating class of the Mesa Public Schools. It is hoped that with this collection of information, planning and implementation of programs and policies will be even more directed and suited to the variety of needs of the students.

The major effort in the development of this report was the responsibility of Research and Evaluation, under the direction of Dr. James DeGracie. Members of the Department of Research and Evaluation, Ms. Shirley Halverson, Ms. Patty Stein, Ms. Donna Replogle, Ms. Debbie Hollingsworth, Ms. Evelyn Winkler, and COE student Joe Cobos, all contributed significant effort in preparing and mailing the surveys. Ms. Judy Hill accomplished the extensive typing and editing of this report. Finally, major contributions in time and effort were made by the high school graduates who took time out to complete the questionnaire.

Research and Evaluation is a department answering to the Deputy Superintendent, Dr. James Zaharis.

Mesa Graduate Follow-up Study

Executive Summary

Introduction

Without assessment a school district cannot properly evaluate its strengths and weaknesses. The public school system has a unique advantage in assessing itself since its product, the high school graduate, has the ability to evaluate the process. In addition to providing information about individual post-graduation progress, the former students are also able to supply critical comments about the school curriculum, programs, and activities as these school functions have applied to their personal experiences where they are and in what they are doing. In line with this the Mesa Public School has solicited input from its graduates, 1971, 1976 and 1980.

Methods and Procedures

As part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates, and continued in 1978 with the 1976 graduates, it was decided to conduct a survey of the 1980 graduates of Mesa High, Westwood, Mountain View and Mesa Central High School during November and December, 1982. The data collected and analyzed at that time are presented in this study.

Results

A. General and Tracking Questions

1. Fifty-eight percent of the graduates of Mesa Public Schools are doing what they planned while in high school.
2. Forty-two percent of the 482 respondents are going to school full time. Twenty-three percent dropped out of higher education.

3. Of those not attending school full time, 63% are employed full time, 11% are working part time, and 6% are working part time and going to school part time. Eight percent are unemployed and seeking work, while 11% are unemployed but not seeking work.
4. A fairly high percentage (16% to 32%) of the students perceived a need for more training in various communication skills.
5. Of the graduates going to school full time, 55% are attending a college or university in Arizona, 24% are at a community/junior college in Arizona and 7% are in Arizona trade/technical/business schools. Fourteen percent are attending out-of-state four-year schools and 1% are in trade/technical/business schools out-of-state.
6. For full-time students, business (27%) is the most selected program of study, followed by engineering (14%) and liberal arts (9%). Twenty-three percent of the respondents listed the nonspecific category "other" as their program of study.
7. For full-time male students, the most selected of the specified programs of study were engineering (28%), business (24%), liberal arts (7%), medicine (7%) and law (6%). For females, the most frequently specified programs were business (29%), education (12%), nursing (8%), liberal arts (7%), and fine arts (5%).
8. Of those graduates going to college, 49% decided on their program of study after high school; 11% decided before high school. Forty-one percent decided during high school.

9. Of the 275 graduates who are <u>not</u> full-time students, 109 dropped out of higher education. The specific reasons given most frequently were marriage (19%), job opportunity (17%), financial problems (12%) and no definite goals (12%).

10. For those graduates who did not go to college, the reasons specified were marriage (25%), lack of interest (24%), insufficient funds (15%) and not required for chosen work (10%).

11. Fifty-five percent of those who are not full-time students have completed additional training or schooling.

B. Attitudinal Questions

1. Eighty percent of the total sample agree that more math classes should be required. Seventy-five percent agree that more business education classes are needed, and 70% agree that more English and science should be required.

2. Eighty-four percent agree that the high school should offer more courses which students can use directly in jobs.

3. Seventy-nine percent of the graduates responded that their high school experience in Mesa was good or excellent.

C. Need Questions

1. Over 1/4 of the respondents indicated poor preparation for each subject area. Subjects for which students most frequently indicated poor preparation were: math (52%), English (49%), science (46%), and art (46%).

2. Responses indicated that not enough courses are offered in business education (28%), science (23%), vocational education (22%), and home economics (19%).

3. The survey responses indicated that lack of interest in the subject matter (27%) is the primary overall cause of poor student preparation. It was a significant factor for agriculture, industrial arts, art, music, vocational education, cooperative education, foreign language, and music.

D. Student Comments

1. Of the 482 questionnaires returned, a total of 342 included comments for a 71% comment rate.
2. The most mentioned comments were in the following categories: positive general comments (20%), general changes in curriculum (20%), informational (19%), and improvements needed in college preparation (9%).

E. Comparison with 1971 and 1976 Graduates

1. The graduates of 1976 felt a much greater need for composition skills (34%) than did the class of 1971. This perceived need decreased slightly (27%) for the class of 1980. The perceived need for more training has decreased steadily, from 30% for the class of 1971, to 23% for 1976, and 17% in 1980.
2. Full-time students have changed their major programs of study. Education has decreased from 24% (1971) to 16% (1976) and 8% (1980); liberal arts has decreased from 22% (1971) to 13% (1976) and 9% (1980). Business has increased (17%, 23%, 27%), as well as engineering (4%, 10%, 14%).
3. In the 1971 and 1976 classes, 46% responded that they had decided their program of study by the 12th grade; but in the 1980 class, 51% of the students decided by grade 12.

However, in 1971, 21% had decided in 9th grade or before, whereas in 1980, only 11% had decided in the 9th grade or before. Twenty-one percent of the 1980 graduates also decided in grade 12. Graduates in 1980 were less likely to be influenced by their parents in choosing schools (11%) than in 1971 (21%).

4. The percentage of full-time students who earned lower grades in college than in high school increased from 12% of the 1971 graduates to 26% of the 1980 graduates.
5. In 1971, of those graduates who were <u>not</u> full-time students, 73% were employed; but in 1976, 83% were employed. The 1980 responses indicated that 81% of the graduates who are not full-time students are employed full time or part time.
6. The percent of nonfull-time students who indicated that high school had prepared them well for their present jobs increased from 10% in 1971, to 16% in 1976, and 21% in 1980.
7. Graduates responded more strongly in 1976 than in 1971 that they should have been required to take more English, science and mathematics. The responses remained strong among the 1980 graduates that they also should have been required to take more English, math and science, as well as social studies and foreign language. The responses indicated, however, that math and science are needed the most.
8. The graduates of 1980 feel more strongly than those of 1971 and 1976 about the following issues: more homework should be required, rules of conduct should be enforced more strictly, and bright, average, and slow learners should be placed in separate classes.

9. The graduates of 1976 were less supportive of the statement, "The guidance services helped me in planning my school schedule," than the graduates of 1971. The graduates of 1980 were more supportive of this statement than those of 1976 had been. They were also more positive about the help of guidance services in career planning and seeking employment.

10. The graduates of 1976 showed more agreement for the statement, "High school successfully prepared me in cooperative education," than did the graduates in 1971. The graduates of 1980 indicated even more support for this statement.

11. Graduates have become increasingly more positive about the availability of teachers before and after classes since 1971.

12. The percent of graduates citing poor instruction as a reason for poor preparation decreased in math, from 21% in 1971 to 14% in 1976, and then increased to 26% in 1980.

13. In 1980 the percent responding to "my lack of study skills" as a factor contributing to poor preparation decreased for social studies, from 17% in 1971, to 15% in 1976, then increased to 26% in 1980.

14. Student "lack of interest" in social studies decreased as a reason for poor preparation, from 28% in 1976 to 16% in 1980. However, it increased in P.E., from 17% in 1976 to 27% in 1980, and also in music, from 28% in 1976 to 40% in 1980.

Recommendations

Many of the recommendations made in this report were also made in the studies of 1971 and 1976 graduates. The recommendations may not have been implemented, they may not have been implemented soon enough to show an effect, or the implementation may not have been successful.

1. A program should be implemented to enable students to be better able to make decisions about their future while in high school.

2. Continued emphasis should be placed on a program of teaching communication skills.

3. Female students should be encouraged to explore a wider variety of college majors and employment opportunities.

4. More classes should be required in business education, vocational education, and foreign language.

5. Rules of conduct should be enforced more strictly.

6. The method of instruction should be examined in math and English.

7. Student interest needs to be generated in many subject areas.

8. Students should be provided training in study skills.

9. Student comments should be read by building administrators who are familiar with local needs to find out the concerns of former students.

INTRODUCTION

More and more school districts are utilizing assessment of their systems as an important aspect of the educational process. The assessment provides a school district with the means to evaluate its strengths and weaknesses properly. One advantage that the public schools have over other systems is that the high school graduates have the ability to evaluate their education: the product can evaluate the process. It is the students who actually know firsthand if the educational system has met their needs.

Former students can provide critical comments about the school curriculum and programs. A survey of the graduates also yields information about where they are and what they are doing. In the assessment process, student input is collected and analyzed, and recommendations are made. It then becomes the task of the schoolboard, administration, and teachers to incorporate the information as they plan for effective changes in policy and curriculum.

METHODS AND PROCEDURES

In order to satisfy the requirements of North Central and to generate information useful to planners in the educational system,

it was decided in 1973 to conduct a follow-up study of the 1971 graduates of Mesa high schools. In March of 1974 the survey was conducted, and a report was filed in September 1974. At that time the decison was made to conduct a similar follow-up study at reasonable intervals. The graduating classes of 1976 from Mesa High and Westwood were surveyed in 1978; for the present follow-up study, the graduating classes of 1980 from Mesa High, Westwood, Mountain View and Mesa Central were surveyed.

Plans were made for the present follow-up study in October of 1982. The questionnaire which had been used in the previous follow-up studies was reviewed by Dr. Zaharis, Dr. Eagleburger, Dr. Barnard, Byron McKinnon, and the high school principals. It was decided that the same questionnaire, with minor changes, would be used again for this study. Because of the large expense of first class mailing, the questionnaires were sent bulk rate.

The survey was sent to all 1980 graduates on November 19, 1982. On December 8, 1982, a second copy was sent to anyone who had not returned the first survey. Collection of the questionnaires was completed by January 14, 1983, and they were sent to Data Processing for keypunching.

Table 1 presents the return rates for the four high schools. They were relatively consistent, with a low of 21% returned by Westwood graduates and a high of 25% returned by Mountain View graduates. The overall return rate of 23% compares with 26% for 1971 graduates and 24% for 1976 graduates. Of the surveys that were returned, 69% were from the first mailing and 31% were from the second mailing.

Table 1
Survey Return Rates

School	Total Number of 1980 Graduates	Total Number of Responses	Return Rate
Mesa Central	125	29	23%
Mesa High	737	171	23%
Mountain View	616	156	25%
Westwood	535	114	21%
District	2,013	470	23%

RESULTS

The survey data are summarized and presented in this section. The questionnaire along with the basic data are presented in Appendix I. The questionnaire data can be effectively divided into five parts in order to make the data presentation more meaningful.

I. General and Tracking Questions

The following represent general questions and those concerning the whereabouts and status of the graduates.

A. Part I, Questions 1-6, answered by all graduates.

B. Part II, Questions 79-88, answered by those graduates who are now full-time students.

C. Part III, Questions 79-93, answered by those students who are not now full-time students.

II. Attitudinal Questions

The questions concerning the graduates' attitudes toward various aspects of their high school experience include questions 7-62, 77 and 78.

III. Questions Referring to Curriculum Needs

Questions designed to elicit information concerning graduates' perceived needs in reference to high school curricula and policies include questions 63-76.

IV. Student Comments

Each survey included a space at the end of Part II and Part III for comments. These were summarized into several broad categories.

V. Comparison with 1971 and 1976 Graduates

The results from 1971 and 1976 graduates are compared with the results from 1980 graduates. Significant differences are discussed.

In the previous Graduate Follow-up Study the responses presented were a combined total for both Mesa High and Westwood High Schools. The correlations of the attitudinal responses at the two schools were extremely high. The responses given for the present study are combined totals from Mesa High, Westwood, Mountain View, and Mesa Central High School. Where response differences among the schools are significant or informational, the responses are discussed within the body of the report. Generally, however, responses by schools were quite similar.

I. GENERAL AND TRACKING QUESTIONS

A. Part I, Questions 1-6

The first six questions of the survey presented general questions about the graduates and some of their high school preparations.

1. I attended Mesa Public Schools for _____ years.

The graduates responding to the questionnaire attended an average of eight years in the Mesa Public Schools. There was a difference of four years among the averages for each school. Mesa High School and Mt. View High School graduates attended an average of seven years, Westwood graduates attended an average of nine years, and Mesa Central graduates an average of eleven years.

2. I am/am not doing now what I had planned while in high school.

In response to this question, 58% of the respondents indicated that they are now doing what they had planned in high school (Figure 1). There was a marked difference in the answers of those graduates now attending school full time and those not now attending school. Seventy-nine percent of those graduates now attending school indicated that they are doing what they had planned while in high school. Only 43% of those <u>not</u> now in school are doing what they had planned to do.

3. The one activity that has helped me the most in what I am doing is. .

For this statement, 33% of the respondents from the four high schools listed the nonspecific category "other" as the activity that helped them most. The next most frequently chosen category was social affairs, followed by clubs, and then athletics.

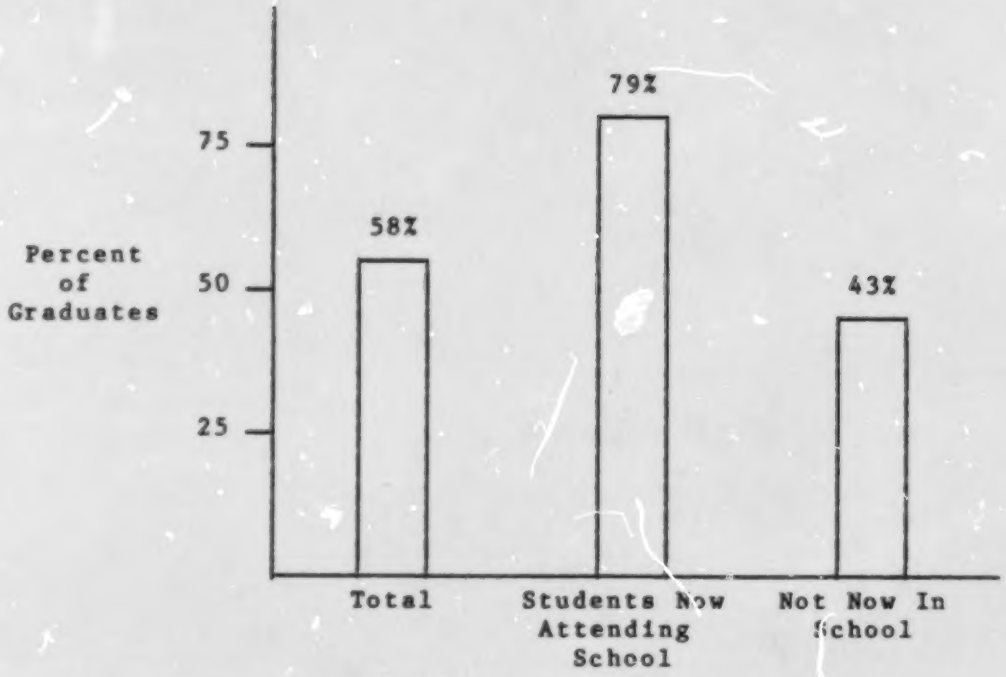

Figure 1 - Percent of Students Doing Now What They Planned in High School

Graduates from the four high schools responded somewhat differently in choosing the most helpful activity. With the exception of the nonspecified "other" category, graduates from Mesa Central, Mesa High, and Mountain View indicated most frequently that social affairs helped them the most in what they are doing now. The next most frequently selected activity for these three schools was athletics. Graduates from Westwood High, however, indicated most frequently that clubs had helped them, followed by athletics, and then social affairs. The third most frequently selected activity for Mesa Central was speech, and for both Mesa High and Mountain View it was clubs.

4. I needed more high school training in these communication skills . . . (more than one skill can be checked)

Grammar	Outlining
Speaking	Punctuation
Composition	Spelling
Reading	Penmanship
Notetaking	Other _____

Of the responses to this statement, 32% indicated that more training was needed in both speaking and notetaking; 27% each in grammar, spelling, and composition; 19% in punctuation; 17% in penmanship and reading; and 16% in outlining (Figure 2).

5. I took classes full time at Mesa Central High School.

6. I took classes part time at Mesa Central High School.

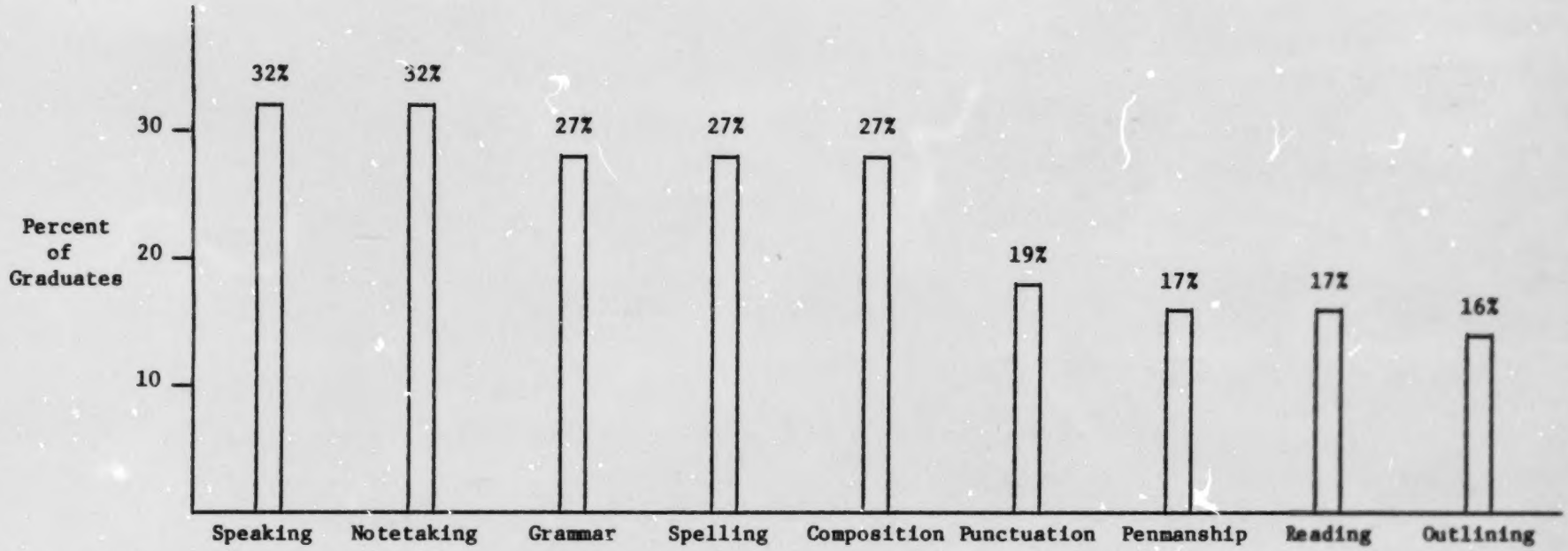

Figure 2 - Need for More Training in Communication Skills

Of the total student population, 7% took classes at Mesa Central full time and 4% took classes there part time. The differences among the individual high school populations in the percent attending Mesa Central were not large. At Mesa High 4% of the graduates took full-time classes at Mesa Central. Two percent at Westwood took full-time classes at Central, while no one at Mt. View reported taking full-time classes at Central. One percent of the Mesa High graduates, 6% of the Westwood graduates, and 1% of the Mt. View graduates took part-time classes at Central.

B. Part II - Full-time Students

The questionnaire consisted of three parts (see Appendix I). Part I was to be answered by all graduates, Part II by full-time students, and Part III by those who are not full-time students. Figure 3 shows that 42% of the respondents are now full-time students, 46% are employed, and 12% are unemployed. This section presents results from Part II, or those respondents who are full-time students.

Of the 200 respondents indicating that they are full-time students, 55% are attending an in-state college or university, 24% an in-state community or junior college, and 7% an in-state technical or business school (Figure 4). Fourteen percent are enrolled in out-of-state colleges or universities. Only 1% are enrolled in technical or business schools out of state, and no one is enrolled in an out-of-state community or junior college.

Sixty-seven percent of the full-time students indicated that they themselves most influenced their choice of college to attend, while eleven percent were most influenced by parents. Eight percent

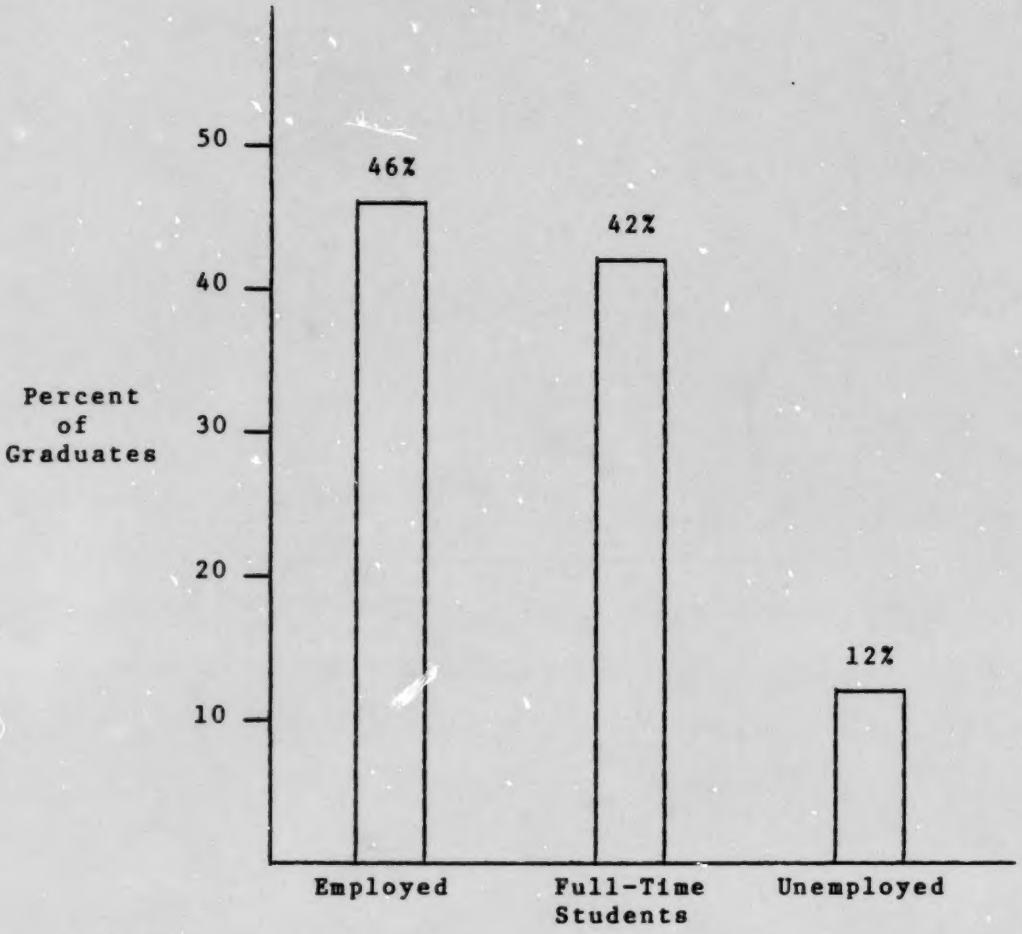

Figure 3 - 1980 Graduates Today

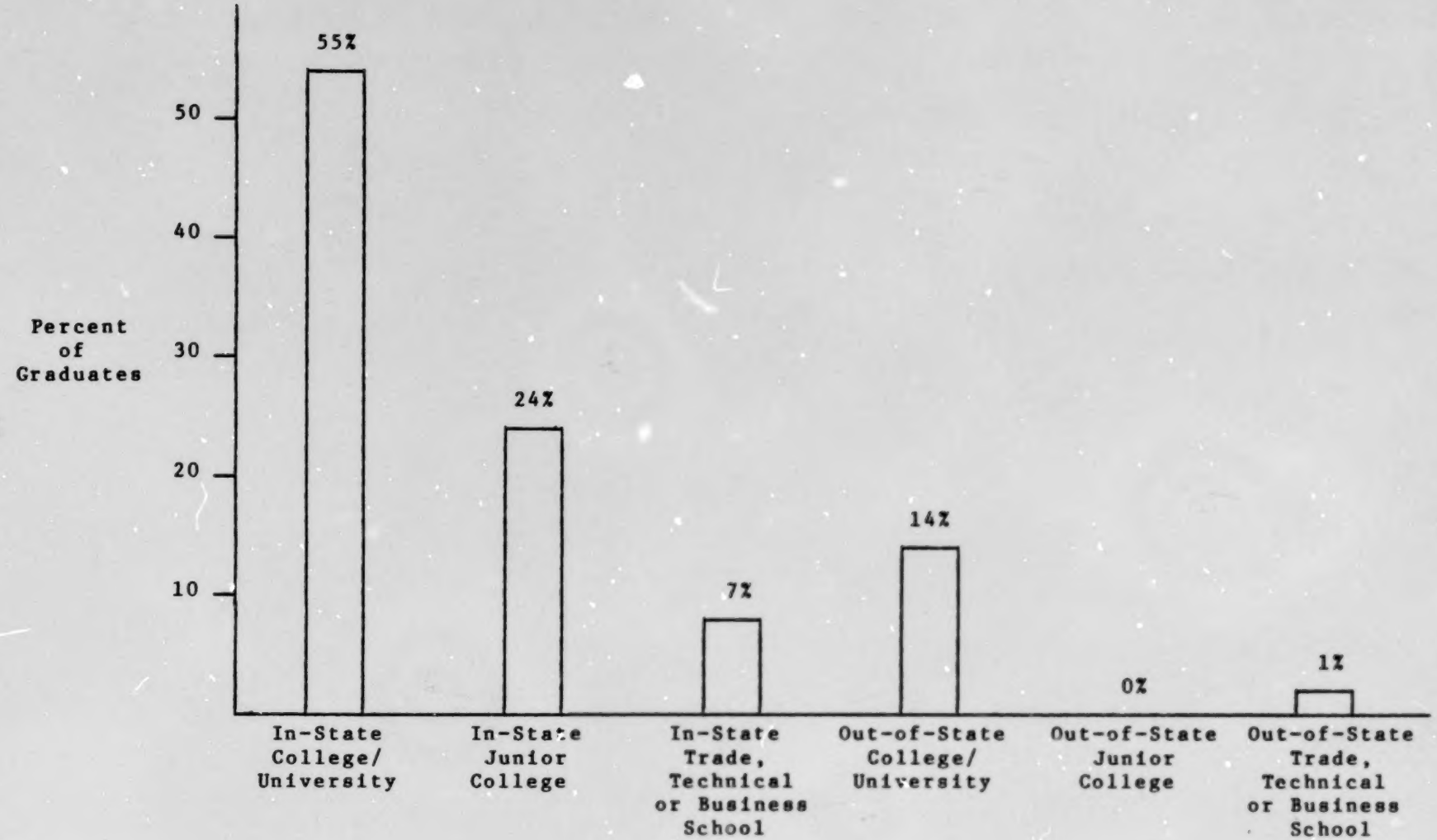

Figure 4 - Graduates Attending Full-Time Schools

indicated they had been influenced by persons other than those listed on the survey. Approximately 7% indicated that a friend had influenced them and 6% were influenced by a teacher. Fewer than 2% indicated that a counselor had most influenced their choice of college.

The most selected program of study for the full-time students is business (27%), followed by the nonspecific category "other" (23%). Fourteen percent are enrolled in engineering programs, nine percent in liberal arts, and eight percent in education (Figure 5). Fifty-nine percent of the students indicated that their program takes four years to complete.

Male and female responses varied somewhat. The following illustrates the top five choices of program of study from those categories specified:

FEMALE		MALE	
Business	29%	Engineering	28%
Education	12%	Business	24%
Nursing	8%	Liberal Arts	7%
Liberal Arts	7%	Medicine	7%
Fine Arts	5%	Law	6%

Twenty-nine percent of the males and 15% of the females listed the nonspecified category "other" as their program of study.

Question 83 asked the students when in their school lives they decided on their course of study (Figure 6). The largest number (49%) of those who are full-time students decided on their present program after completing high school. Twenty-one percent decided in twelfth grade, 13% in eleventh grade, and 7% in tenth grade. Eleven percent of the full-time students decided on their present program in ninth grade or before.

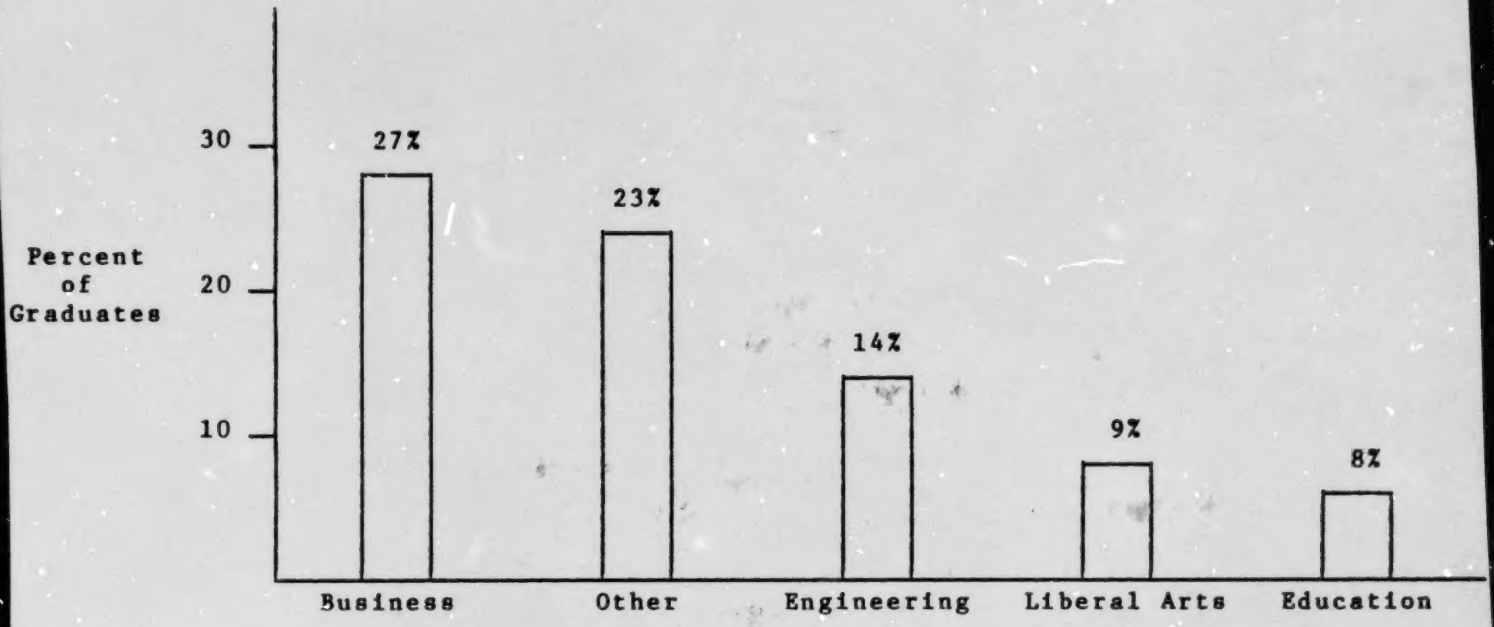

Figure 5 - Program of Study (Full-Time Students)

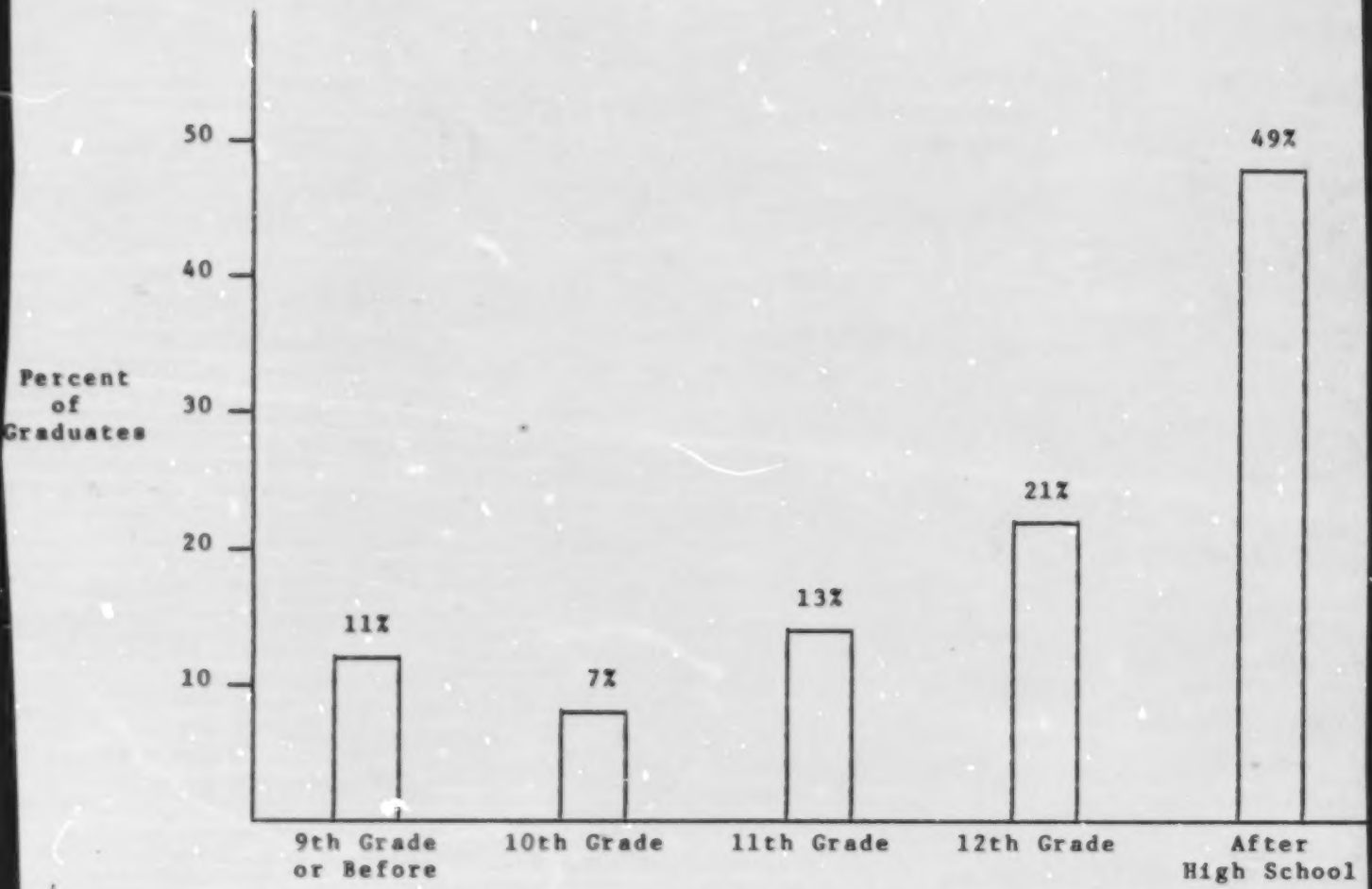

Figure 6 - When Students Decided on Present Course of Study

Apparently the graduates have adjusted well to higher education because 25% indicated that in comparison to their high school grades, their present grades are higher, and 49% indicated that they are about the same. Twenty-six percent indicated that their grades are now lower than they were in high school. The responses of males and females differed slightly, with 57% of the females and 39% of the males reporting that they are doing the same as they were in high school. Twenty-five percent of the males and 24% of the females reported doing better. Thirty-six percent of the males, but only 19% of the females, reported that their grades were lower.

Forty-nine percent of the students expected their present school to be intellectual, 41% thought that it would be practical, and 9% thought it would be high school continued. Eighty percent of the graduates indicated that their present schooling is what they expected it to be. For 68% of the respondents, going to college after high school was a very important step. Thirty-five percent of those graduates who are full-time students are also employed at least ten hours per week and 28% are employed at least twenty hours per week.

C. Part III - Nonfull-time Students

Part III of the questionnaire was answered by graduates who are not now full-time students.

Of the 275 graduates who are not full-time students, 63% are employed full time, 11% are employed part time, 6% are both employed part time and going to school part time, 8% are not employed and are seeking work, and 11% are not employed and are not seeking work (Figure 7).

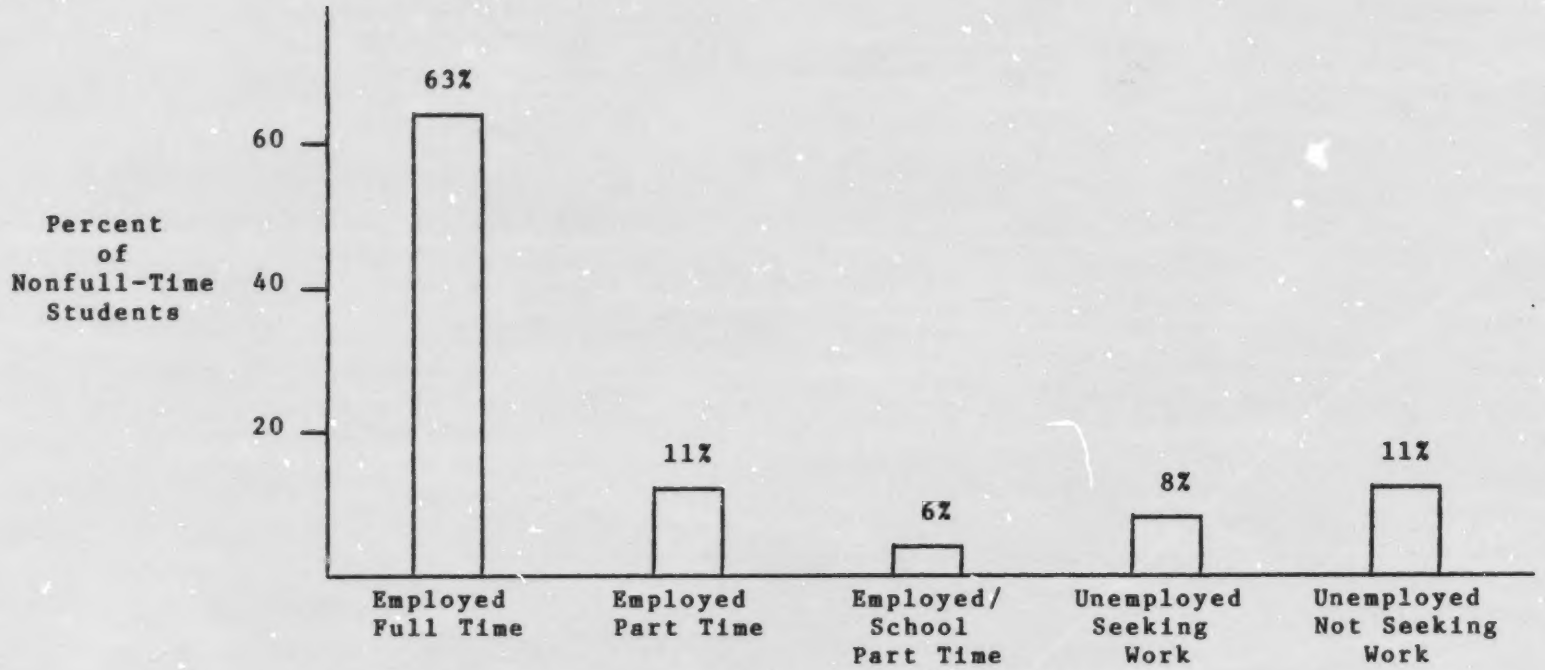

Figure 7 - What Nonfull-Time Students are Doing

Of those who are employed, 24% are clerical or sales persons, 9% are tradesmen and 8% are service workers. Of the males who are employed, 11% listed "other," 7% listed tradesman and 5% service worker as their occupations. The remainder are in all other professions. Males and females differed somewhat in their responses to this item. The two categories of clerical and "other" accounted for 72% of all females who are employed. Seven percent are machine operators and 5% each are managers and service workers. Males are more diverse in their occupations: 27% listed "other", 19% tradesman, 13% service worker, 10% manager, 7% industrial worker, and 7% machine operator.

Forty-seven percent of the employed graduates learned about their present jobs through a friend or relative, 11% from advertisements, and only 8% found out about their jobs from a school source.

At graduation from high school, 42% planned to enter their present occupations. The remaining 58% did not. Of the jobs occupied by the graduates, 40% required a high school diploma, 29% required no specific education, and 25% required a diploma plus technical training.

Thirty-eight percent indicated that high school adequately prepared them for their present jobs, 21% that it prepared them well, and 11% that it prepared them very well (Figure 8). Twenty-two percent indicated that their high school education did not apply to their present jobs. Forty-five percent indicated that they are continuing formal training or education; however, only 35% indicated that this training is related to their present job.

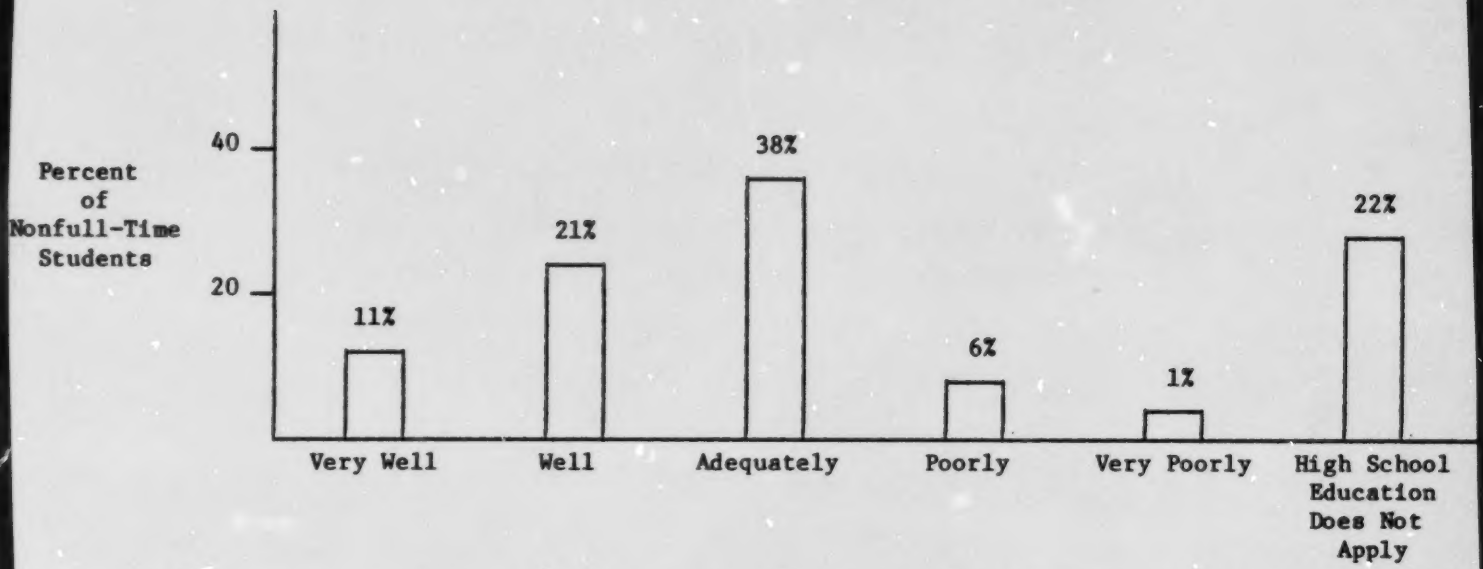

Figure 8 - High School Preparation for Present Job (Nonfull-Time Students)

The high school graduates who are not full-time students have held an average of 1.8 full-time jobs.

Forty percent (109) of the nonfull-time students indicated they had dropped out of higher schooling or training (Figure 9). Of these, 19% said that the reason was marriage and 17% said the reason was a job opportunity. Twelve percent each indicated that they either had financial problems or had no definite goals. Sixteen percent listed the category "other" without identifying the reason.

The specified reasons for dropping out of higher education varied somewhat between males and females.

MALE		FEMALE	
Job Opportunity	29%	Marriage	23%
Financial Problems	16%	No Definite Goals	14%
Marriage	10%	Job Opportunity	12%
No Definite Goals	6%	Financial Problems	10%

Twenty-nine percent of the males and 10% of the females responded in the category "other."

For those who did not continue schooling after high school (Figure 10), the specified reasons included marriage (25%), lack of interest (24%), insufficient funds (15%), and not required for chosen work (10%). Eighteen percent listed "other."

Since high school 34% have had junior college courses, 21% college or university courses, and 19% other special training. Twenty percent have had none of the types of training listed. Fourteen percent have completed other unspecified training, 11% have completed technical training, and 7% have completed either junior college or college/university courses. Fifty-two percent had completed none of the types of training listed (Figure 11).

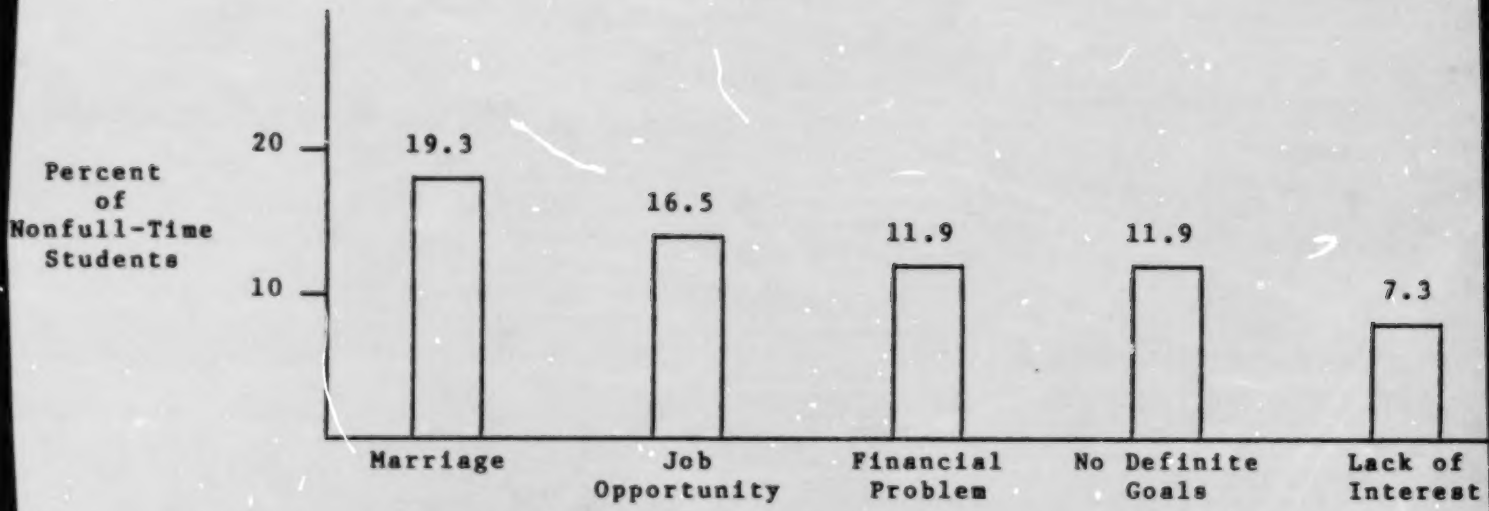

Figure 9 - Reasons for Dropping out of Higher Education

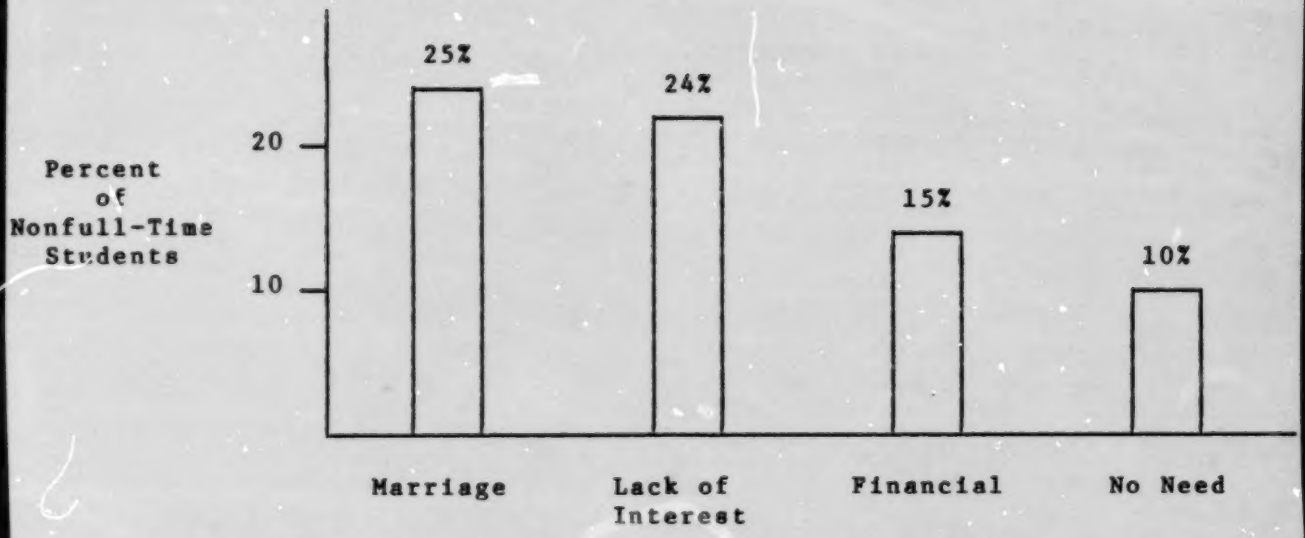

Figure 10 - Reasons for Not Continuing on to Higher Education

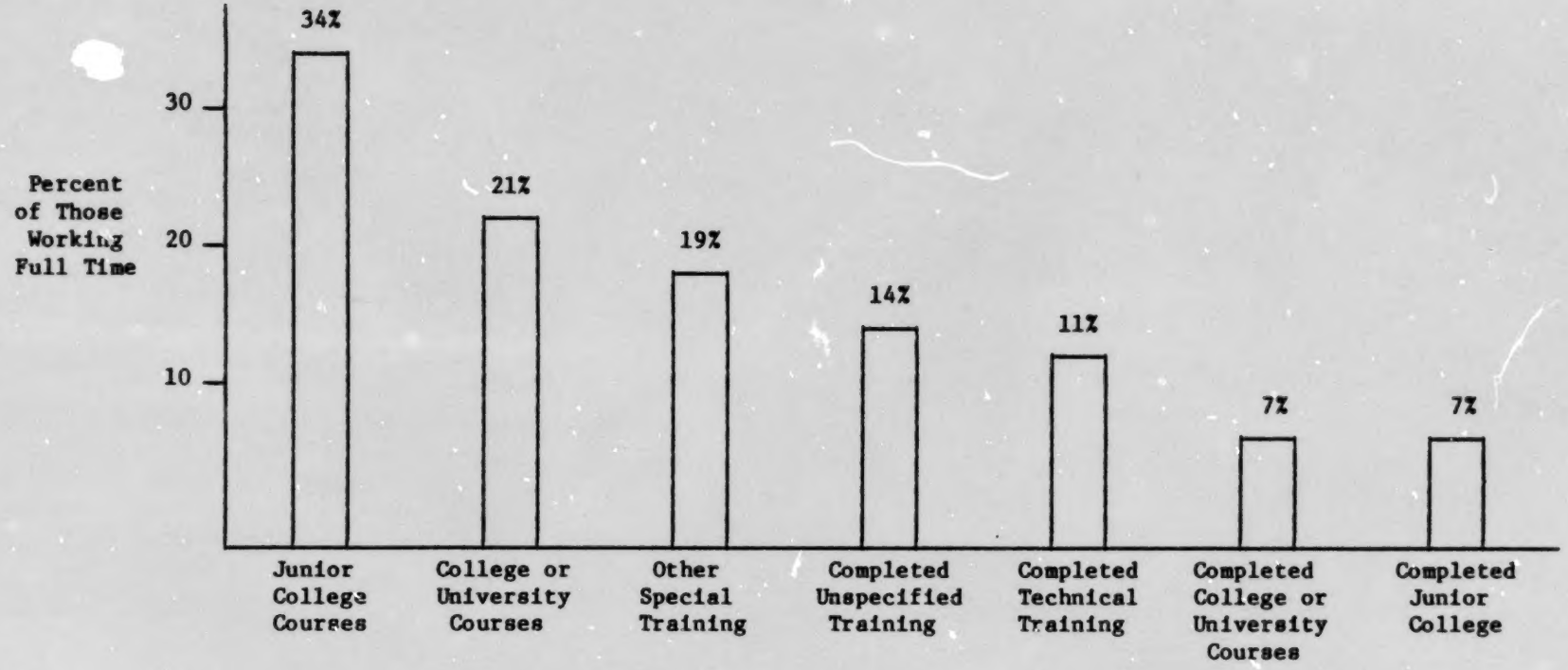

Figure 11 - Higher Education Taken (Those Working Full Time)

To reach their occupational goals, 36% indicated that college would be needed, 34% would need on-the-job training, 20% would need business or technical training courses, and 16% would need evening school (Figure 12).

Twenty-seven percent of those who are not full-time students indicated that five years from now they expected to be working for a different employer in a different position, 23% expect to be working for the same employer in a different position, 18% expect to be housewives, and 11% expect to be self-employed.

II. ATTITUDINAL QUESTIONS

Questions 7-33 asked the graduate to respond concerning his/her attitude about various statements. Questions 7-20 refer to inclusion of more classes in the fourteen subject areas. Questions 21-27 ask opinions on courses the high school should offer in the future, and questions 28-33 are concerned with how the high school prepared the student. Questions 34-48 ask the student's attitudes concerning guidance services and teachers' help.

For questions 7-33 students were asked to give their opinions on a five-point rating scale where 1 is strongly agree, 3 is no opinion, and 5 is strongly disagree. For these questions, a composite agree response is defined for our purposes as any response below 2.5 and a disagree response as any response between 3.5 and 5.0. A response of 2.5 to 3.5 will be considered an undecided response or one of no opinion.

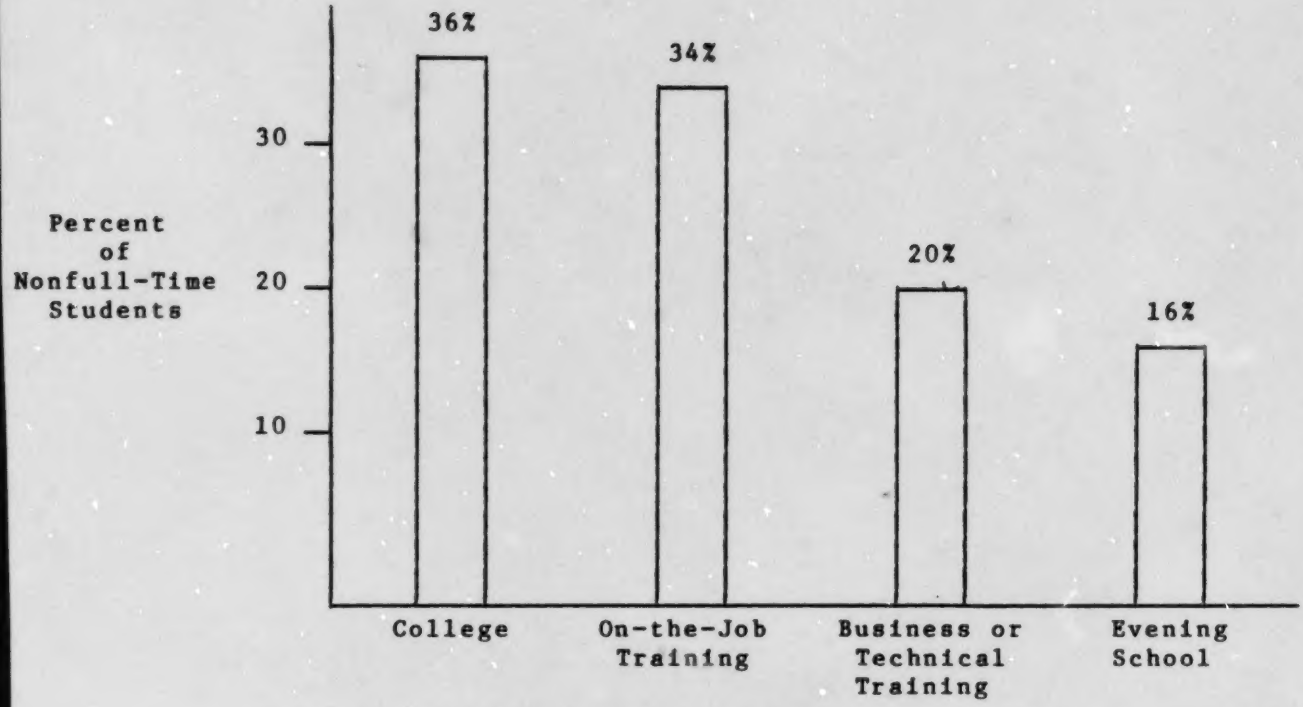

Figure 12 - Further Schooling Needed by Those Not Presently Full-Time Students

Questions 34-62 were analyzed on the basis of a four-point scale, with 1 being extremely positive and 4 being extremely negative. For our purposes a response of 2.1 or lower is considered to be positive, a response of 2.9 or higher is considered negative, and a response between 2.1 and 2.9 is considered neutral.

Sixty seven percent of the answers to questions 7-33 fell into the undecided category (between 2.5 and 3.5). Responses to nine of the questions were either agree or disagree.

In high school I should have been required to take more. .

In response to this statement, students agreed that they should have been required to take more math (1.9), business education (2.0), science (2.1), English (2.2), vocational education (2.5), and foreign language (2.5). This information is similar to that discussed in the section on student comments.

The students agreed that the high school should offer more subjects which students can use directly in jobs (1.8) and should enforce the rules of conduct more strictly (2.2). They also agreed that bright, average, and slow students should be placed in separate classes (2.2) and that high school helped them understand their abilities (2.5). They disagreed that the school day should be longer so that students can take more classes (3.6) and that the high school should require fewer courses and offer more electives (3.8).

Adequacy of Counseling Services Availability of Assistance Subjects for Which Students Were Successfully Prepared

Students were neutral in their responses to items concerning areas in which they were helped by the high school guidance services (2.2 to 2.5).

Students were positive in their responses that the high school teachers were available before and after classes (1.9).

While in high school, students received most of their help from relatives (1.7) and from a high school teacher (2.0), and the least help from the high school nurse (3.1).

Positive responses were received for seven subject areas. Students felt that the high school was most successful in preparing them in physical education (2.0), cooperative education (2.0), music (2.0), home economics (2.0), business education (2.1), industrial arts (2.1) and vocational education (2.1).

Rating of High School Experience

To the statement, "As a whole, I think my school experience in Mesa was," 48% responded that it had been good and 31% that the experience had been excellent.

III. QUESTIONS REFERRING TO CURRICULAR NEEDS

For questions 63-76, the students were asked to mark the subject areas in which they were poorly prepared by checking a reason. The options were:

1. Poor instruction
2. No practical application

3. Not enough courses

4. My lack of study habits or skills

5. Lack of interest in subject

Table 2 shows the number and percent of graduates who indicated they were poorly prepared in each subject area. Over half of the respondents (52%) indicated they were poorly prepared in math, 49% in English, and 46% each in science and art.

Table 2
Number and Percent of Graduates Who
Indicated Poor Preparation in Subject Areas

Subject	Number	Percent
Art	221	46%
P.E.	166	34%
Music	164	34%
English	238	49%
Science	222	46%
Vocational Ed.	157	33%
Co-op Ed.	143	30%
Agriculture	156	32%
Math	249	52%
Home Ec.	129	27%
Social Studies	165	34%
Industrial Arts	141	29%
Foreign Language	187	39%
Business Ed.	167	35%

Table 3 presents the reasons for which preparation was considered poor. Whenever an option received more than 25% of the responses for a subject area, it is considered to be a significant factor in the poor preparatior of the student in that subject area. Responses of 25% or more have been highlighted.

Lack of interest in subject area was the most frequently cited reason for poor preparation overall, and it was a significant factor for the following subjects: agriculture (52%), industrial arts (42%), art (41%), music (40%), vocational and cooperative education

Table 3
Number and Percent of Responses
by Reason for Poor Preparation

	% of Total Responses	# of Responses	Poor Instruction		No Practical Application		Not Enough Courses		My Lack of Study Habits or Skills		Lack of Interest In Subject		Other	
Art	9%	221	5%	10	18%	40	10%	23	9%	19	41%	91	17%	38
P.E.	7%	166	11%	18	16%	27	12%	20	11%	19	27%	45	22%	37
Music	7%	164	6%	9	13%	22	10%	16	12%	19	40%	65	20%	33
English	10%	238	26%	61	14%	33	18%	42	25%	60	10%	24	8%	18
Science	9%	222	12%	27	12%	26	23%	52	24%	53	23%	50	6%	14
Vocational Ed.	6%	157	6%	9	8%	12	22%	34	10%	15	32%	49	24%	38
Co-op Ed	6%	143	4%	5	10%	14	9%	23	9%	13	32%	45	30%	43
Agriculture	6%	156	4%	6	12%	18	7%	11	8%	13	52%	81	17%	27
Math	10%	249	26%	65	8%	20	14%	34	31%	77	12%	29	10%	24
Home Ec.	5%	129	9%	12	9%	12	19%	25	12%	16	24%	31	26%	33
Social Studies	7%	165	17%	28	15%	25	15%	24	26%	42	16%	26	12%	20
Industrial Arts	6%	141	9%	12	11%	15	9%	13	10%	14	42%	59	20%	28
Foreign Language	7%	187	12%	22	11%	20	15%	28	16%	30	29%	55	17%	32
Business ed.	7%	167	9%	15	11%	19	28%	46	13%	22	17%	28	22%	37
Total	2505		299		303		391		412		678		422	
Percentage			12%		12%		16%		16%		27%		17%	

(32% each), foreign language (29%), and P.E. (27%). Another student variable, lack of study habits or skills, was the next most frequently cited reason for poor preparation. It was a significant factor for the following subjects: math (31%), social studies (26%), and English (25%). Other significant factors included: not enough courses in business education (28%), and poor instruction in English and math (26% each). Other unspecified reasons were significant for cooperative education (30%) and home economics (26%).

A comparison of responses to this item by school indicated differences for the following subject areas: vocational ed., cooperative ed., agriculture, and home economics. These differences are due to the fact that Mesa Central graduates responded differently than other graduates, which is not surprising since they take different courses. A comparison of only the other three high schools revealed no significant differences.

IV. STUDENT COMMENTS

Of the 482 questionnaires returned, a total of 342 included student comments, for a response rate of 71%. Many graduates commented on more than one area; therefore, when the comments were analyzed by category, more than 398 remarks resulted.

The most frequently listed comments for the four schools combined are given in Table 4. The most mentioned were positive general comments (20%) and changes in curriculum (20%). The next

Table 4
Student Comments

	Number	Percent
Positive general comments	79	20%
Curriculum - general changes	78	20%
communication skills, English		
math, science		
study skills		
basics		
Informational	76	19%
Improve college preparation	36	9%
Low academic standards	25	6%
Improve general/vocational preparation	20	5%
Social relationships problems	14	4%
Post-secondary counseling needed	12	3%
Positive comments, specific individuals	12	3%
Poor discipline	12	3%
Negative teacher/student relationships	11	3%
Negative comments, specific individuals	5	1%
Negative comments, guidance	4	1%
Comment on survey itself	14	4%
Total Remarks	398	

most common remarks were informational, e.g., the graduates gave information on schoolwork, or family status (19%).

Data were further studied concerning specific suggestions for curriculum changes and differences among the individual schools. Within the broad category of areas in which curriculum changes are needed were math and science, communication skills and English, and study skills and basics. Most of these comments indicated that more courses or greater emphasis is needed. Many graduates mentioned more than one of these specific areas, so responses were recorded more than once, particularly in the listing of subject areas under the general curriculum category in Table 3.

When the comments from individual schools were compared, no major differences appeared. Mesa and Westwood High school graduates returned the highest proportion of positive general statements, with 28% at each school responding in this category. Eleven percent responded in this category at Mt. View High School. The other most frequently returned comments were divided between informational and curriculum categories at each of the schools.

V. COMPARISON WITH 1971 AND 1976 GRADUATES

How do the 1980 graduates compare with 1971 and 1976 graduates? In general, data indicate there are many similarities; however, some changes have occurred. Differences are defined to exist when (a) data presented by percent have a 10% or greater

difference between any two surveys or (b) data presented by mean have a difference of ±.25 between any two surveys. The significant differences will be discussed in this section.

General and Tracking Questions

In response to the statement, "I needed more high school training in these communication skills. . .," differences occurred in two skills. Twenty percent of the 1971 graduates felt a need for more composition skills; this increased to 34% of the 1976 graduates, then decreased to 27% of the 1980 graduates. The perceived need for more training in reading has decreased steadily, with a high of 30% in 1971, 23% in 1976, and a low of 17% in 1980.

Full-time students have changed their major programs of studies. The number of students majoring in education and liberal arts has decreased in the past nine years, while the number majoring in business and engineering has increased. The data across years are shown below:

Major	1971	1976	1980
Education	24%	16%	8%
Liberal Arts	22%	13%	9%
Business	17%	23%	27%
Engineering	4%	10%	14%

Students now are relying less on their parents in choosing their schools. Twenty-one percent of the 1971 graduates were most influenced by their parents while only 11% of the 1980 graduates were most influenced by their parents. The percent of students who indicated that they, themselves, most influenced their choice of school increased from 51% in 1971 to 67% in 1980.

Students apparently are making their career choices at different times than indicated in earlier surveys. In the surveys of 1971 and 1976 graduates, 46% of the graduates responded that they decided their program by 12th grade; this figure increased to 51% of 1980 graduates. However, 21% of the 1971 graduates had decided by the 9th grade, whereas only 12% of the 1976 graduates and 11% of the 1980 graduates had decided by the 9th grade. Thus, although there has been an increase in the number of students making career choices prior to graduation, they are making these choices later in their years in the Mesa Schools. This information may be useful for career planning in the high schools.

The percent of graduates who earn higher grades in college than in high school has decreased from 39% of 1971 graduates, to 30% of 1976 graduates, to 25% of 1980 graduates. At the same time, the percent who earn lower grades in college than in high school has increased from 12% to 26%. The percent of graduates who expected their post-high school to be mostly practical increased from 30% of 1971 graduates to 41% of 1980 graduates. However, the percent who viewed going to college as important decreased from 33% of 1971 graduates to 21% of 1980 graduates.

Of those who were not full-time students, a greater percentage of 1980 graduates (42%) planned, at the time of high school graduation, to enter their work, at the time the survey was taken than 1971 graduates (31%). The percent of graduates in jobs requiring high school diplomas has also increased from 29% of 1971 graduates to 40% of 1980 graduates. In addition, a larger percent also indicated they need on-the-job training, with 26% in 1971, 23% in 1976, and 34% in 1980 giving this response.

The proportion of graduates who had held only one full-time job since high school increased from 34% of 1976 graduates to 49% of 1980 graduates. The percent who had not completed any post-high school training also increased from 34% in 1976 to 52% in 1980.

Considering career expectations for five years in the future, there has been a steady increase in the percent of graduates who expect to be with a different employer in a different position, increasing from 14% in 1971, to 19% in 1976 and 27% in 1980. The percent of females expecting to be housewives increased from 8% in 1971, to 28% in 1976, and then decreased to 18% in 1980.

Finally, the percent of nonfull-time students who indicated that high school prepared them well for their present jobs increased from 10% in 1971, to 16% in 1976, and 21% in 1980.

Attitudinal Questions

In order to accurately compare attitudinal questions across the three surveys, all responses were placed on the same scale. For this section, means are based on a 5-point scale, ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). In response to the statement, "In high school I should have been required to take more _____," there has been a steady decrease in mean responses (more agreement) across all three surveys in several subject areas. These are: English (2.6, 2.3, 2.2), science (2.7, 2.4, 2.1), math (2.5, 2.2, 1.9), social studies (3.0, 2.8, 2.5), and foreign language (2.8, 2.8, 2.5). These results are interesting, particularly for English, science, and math, in view of the change made in requirements this year.

Several other attitudes have changed in high school graduates since 1971. Graduates of 1980 feel more strongly (2.7) than those of 1971 (3.4) or 1976 (3.0) that high school should have more homework. A similar trend has occurred across the three surveys for the feeling that rules of conduct should be enforced more strictly (2.7, 2.5, 2.2). Recent graduates also feel more strongly that bright, average, and slow learners should be placed in separate classes (mean of 2.2 for 1980 vs. 3.2 for 1971 graduates).

Compared with 1971 graduates, those from 1980 feel less strongly that high school should offer more subjects which students can use directly in jobs (mean of 1.5 in 1971 vs. 1.8 in 1980). Similarly, recent graduates feel less strongly that fewer subjects should be required and more electives offered (mean of 2.8 for 1971 and 3.8 for 1980 graduates).

For the statement, "High school helped me prepare for marriage and family life," the graduates of 1980 were less supportive (3.4) than 1971 graduates (3.1). However, they were more supportive of the helpfulness of guidance services in several areas. These are provided below, along with the means for each survey.

"The high school guidance services helped me in":

	1971	1976	1980
Planning for education after high school	3.1	3.0	2.8
Career planning	3.2	3.1	2.8
Seeking employment	3.3	3.2	3.0

Students have become increasingly more positive about the availability of teachers before and after classes, with a mean of 2.6 in 1971, 2.4 in 1976, and 2.2 in 1980. They also are more positive that high school successfully prepared them in cooperative education (3.0, 2.9, 2.7).

Finally, the percentage of graduates who rated their overall high school experience as excellent has increased. Twenty percent of 1971 graduates rated it excellent, 22% of the 1976 graduates rated it excellent, and 31% of the 1980 graduates rated it excellent.

Questions Referring to Curriculum Needs

The percentage of graduates citing poor instruction as a reason for poor preparation increased in math. In 1971, 21% of the graduates who indicated they had been poorly prepared in math, cited poor instruction as the reason. This percentage decreased to 14% of 1976 graduatee, then increased to 26% of 1980 graduates. The percentage of graduates citing not enough classes as a reason for poor instruction in art decreased from 21% in 1976 to 10% in 1980. However, lack of interest in art increased as a reason for poor preparation, from 28% in 1976 to 41% in 1980.

In social studies, lack of study habits or skills increased as a reason for poor preparation, from 17% in 1971, 15% in 1976, and then to 26% in 1980. On the other hand, lack of interest in social studies decreased from 28% in 1976 to 16% in 1980.

Lack of interest also increased as a reason for poor preparation in two other subjects. In P.E. 17% cited lack of interest in 1976 and this increased to 27% in 1980. In music, 28% cited lack of interest in 1976 and 40% in 1980 cited it as a reason for poor preparation.

Summary

The following is a summary of results derived from data generated in the Graduate Follow-up Survey.

I. General and Tracking Questions

1. Fifty-eight percent of the graduates of Mesa Public Schools are doing what they had planned while in high school. Seventy-nine percent of graduates now attending school are doing what they had planned while 43% of those not now in school are doing what they planned.

2. Forty-six percent of the graduates are working full time or part-time, 42% are in school full time, 7% are not seeking employment, and 5% are seeking employment.

3. Thirty-three percent responded to the category "other" as the activity most helpful to them in what they are now doing but did not specify the activity. Eighteen percent responded that social affairs were most helpful, and fifteen percent each indicated clubs and athletics were most helpful.

4. A fairly high percentage (16% to 32%) of the graduates feel they needed more training in the communication skills of notetaking, speaking, reading, spelling, composition, grammar, outlining, punctuation and penmanship.

5. Of the graduates going to school full time 55% are attending a college or university in Arizona, 24% are at an Arizona junior college, 14% are at an out-of-state four-year school, and 7% are in an in-state technical or business school.

6. Business (27%) is the most selected program of study for full-time students and is followed by engineering (14%) and liberal arts (9%). Twenty-three percent listed the nonspecific category "other."

7. Of those graduates going to college 49% decided on their program after high school.

8. Of the 275 graduates who are not full-time students, 63% are working full time, 8% are unemployed and seeking work, 11% are unemployed and not seeking work.

9. Of the 220 graduates who are working, 40% required a high school diploma, 29% no specific education and 26% a diploma plus technical training.

10. Of the 275 graduates who are not full-time students, 109 dropped out of higher education. The reasons given were marriage (19%), job opportunity (17%), financial problems (12%), and no definite goals (12%).

11. For those graduates who did not go to college, the reasons were marriage (25%), lack of interest (24%), insufficient funds (15%) and not required for chosen work (10%).

12. Of those not attending school full-time, 80% have had additional training or schooling since high school.

13. Of those who are not full-time students, 36% indicated that college would be needed, 34% would need on-the-job training and 20% business or technical courses to reach their occupational goals.

II. Attitudinal Questions

1. Eighty percent of the total sample agree that more math classes should be required, seventy-five percent agree that more business education classes are needed, 70% agree that more English classes are needed, and 70% agree that more science classes are needed.

2. Sixty-four percent agree that rules of conduct should be enforced more strictly in high school.

3. Eighty-four percent agree that the high school should offer more courses students can use directly in jobs.

4. Sixty-six percent disagreed that fewer courses should be required and more electives offered.

5. Sixty-one percent indicated that high school should not make the day longer to provide more classes for the students.

6. Sixty-five percent of the respondents indicated that high school had helped them understand their abilities.

7. Responses concerning helpfulness of the guidance services were mostly neutral.

8. Seventy-four percent agreed that high school teachers were available before and after classes. However, 78% indicated they would go to relatives or other nonschool services for help with personal problems.

9. Students felt that they were successfully prepared in physical education (75%), social studies (69%) and English (65%).

10. Seventy-nine percent of the graduates responded that their high school experience in Mesa was good to excellent.

III. Need Questions

1. Fifty-two percent of the respondents indicated they had been poorly prepared in math, 49% in English, and 46% each in science and art.

2. There was a total of 2505 responses to questions referring to curricular needs. Of the responses 43% indicated that it was a lack of study skills or lack of interest in subject that caused the student to be poorly prepared and 16% indicated that there were not enough courses to prepare them properly.

3. Instruction given in class seems to be appropriate and sufficient across subject areas except in English and math. Twenty-six percent of those who indicated they had been poorly prepared in these subjects cited poor instruction as the reason.

4. Lack of practical application was not a significant factor for poor preparation in any subject area.

5. Not enough courses was a significant factor for poor preparation in business education (28%).

6. Lack of study habits or skills was a significant factor for poor preparation in math (31%), social studies (26%), and English (25%).

7. Lack of interest in the subject matter was the reason most frequently listed (27%) as the overall cause of poor student preparation. In eight of the fourteen subject areas given, lack of interest was seen as a significant factor in poor student preparation: agriculture (52%), industrial arts (42%), art (41%),

music (40%), vocational education (32%), cooperative education (32%), foreign language (29%) and physical education (27%).

IV. Student Comments

1. Of the 482 questionnaires returned, a total of 342 included comments for a 71% comment rate.

2. The most mentioned comments were in the following categories: positive general comments (20%), general changes in curriculum (20%), informational (19%), and improvement in college preparation (9%).

V. Comparison with 1971 and 1976 Graduates

1. The graduates of 1976 felt a much greater need for composition skills (34%) than did the class of 1971. This perceived need decreased slightly (27%) for the class of 1980. The perceived need for more training has decreased steadily, from 30% for the class of 1971, to 23% for 1976, and 17% in 1980.

2. Full-time students have changed their major programs of study. Education has decreased from 24% (1971) to 16% (1976) and 8% (1980); liberal arts has decreased from 22% (1971) to 13% (1976) and 9% (1980). Business has increased (17%, 23%, 27%), as well as engineering (4%, 10%, 14%).

3. In the 1971 and 1976 classes, 46% responded that they had decided their program of study by the 12th grade; but in the 1980 class, 51% of the graduates decided by grade 12. However, in 1971, 21% had decided in 9th grade or before, whereas in 1980, only 11% had decided in the 9th grade or before. Twenty-one percent of the 1980 graduates also decided in grade 12. Graduates in 1980 were less likely to be influenced by their parents in choosing schools in choosing schools (11%) than in 1971 (21%).

4. The percentage of full-time students who earned lower grades in college than in high school increased from 12% of the 1971 graduates to 26% of the 1980 graduates.

5. In 1971, of those graduates who were not full-time students, 73% were employed; but in 1976, 83% were employed. The 1980 responses indicated that 81% of the graduates who are not full-time students are employed full time or part time.

6. The percent of nonfull-time students who indicated that high school had prepared them well for their present jobs increased from 10% in 1971, to 16% in 1976, and 21% in 1980.

7. Graduates responded more strongly in 1976 than in 1971 that they should have been required to take more English, science and mathematics. The responses remained strong among the 1980 graduates that they also should have been required to take more English, math and science, as well as social studies and foreign language. The reponses indicated, however, that math and science are needed the most.

8. The graduates of 1980 feel more strongly than those of 1971 and 1976 about the following issues: more homework should be

required, rules of conduct should be enforced more strictly, and bright, average, and slow learners should be placed in separate classes.

9. The graduates of 1976 were less supportive of the statement, "The guidance services helped me in planning my school schedule," than the graduates of 1971. The graduates of 1980 were more supportive of this statement than those of 1976 had been. They were also more positive about the help of guidance services in career planning and seeking employment.

10. The graduates of 1976 showed more agreement for the statement, "High school successfully prepared me in cooperative education," than did the graduates in 1971. The graduates of 1980 indicated even more support for this statement.

11. Graduates have become increasingly more positive about the availability of teachers before and after classes since 1971.

12. The percent of graduates citing poor instruction as a reason for poor preparation decreased in math, from 21% in 1971, to 14% in 1976, and then increased to 26% in 1980.

13. In 1980 the percent responding to "my lack of study skills" as a factor contributing to poor preparation decreased for social studies, from 17% in 1971, to 15% in 1976, then increased to 26% in 1980.

14. Student "lack of interest" in social studies decreased as a reason for poor preparation, from 28% in 1976 to 16% in 1980. However, it increased in P.E., from 17% in 1976 to 27% in 1980, and also in music, from 28% in 1976 to 40% in 1980.

Recommendations

Many of the recommendations made in this report were also made in the studies of 1971 and 1976 graduates. The recommendations may not have been implemented, they may not have been implemented soon enough to show an effect, or the implementation may not have been successful.

1. A program should be implemented to enable students to be better able to make decisions about their future while in high school.

Only fifty-five percent of the graduates of Mesa Public Schools are doing what they had planned while in high school. Only 43% of those not in school full time are doing what they planned to do. Of those who are full-time students, 49% decided on their major program of study after completing high school. Progress has been made in this area, however, since 1980 graduates were more positive about help of the guidance services in planning post-high school education, career planning, and seeking employment.

2. Continued emphasis should be placed on a program of teaching communication skills.

Thirty-two percent of the respondents indicated a need for more training in speaking and notetaking and 27% each in grammar, spelling, and composition. These figures have improved since the last survey, but are still somewhat high.

3. Female students should be encouraged to explore a wider variety of college majors and employment opportunities.

Although the percentage of female college students majoring in business has increased significantly, very few females are majoring in less traditional occupations such as engineering, medicine, and law. In addition, for those graduates who are not full-time students, males are employed in a significantly wider range of occupations. A greater percentage of females than males dropped out of higher education because they had no definite goals.

4. More classes should be required in business education, vocational education, and foreign language. The high schools should offer more courses directly related to jobs.

A majority of respondents also indicated that more math, English, and science should be required. Requirements have been increased this year. Eighty-four percent agreed that more courses are needed which students can use directly in their jobs.

5. Rules of conduct should be enforced more strictly.

Sixty-four percent of the sample agreed to this statement.

6. The method of instruction should be examined in math and English.

Twenty-six percent of those who felt poorly prepared in these subjects indicated that poor instruction was the reason.

7. Student interest needs to be generated in many subject areas.

A significant number of respondents who indicated they had been poorly prepared cited lack of interest as the reason: agriculture (52%), industrial arts (42%), art (41%), music (40%), vocational and cooperative education (32% each), foreign language (29%), and P.E. (27%).

8. Students should be provided training in study skills.

Lack of study skills was a significant factor in poor preparation for math (31%), social studies (26%), and English (25%).

9. Student comments should be read by building administrators who are familiar with local needs to find out the concerns of former students.

APPENDIX

MESA PUBLIC SCHOOLS

DEPARTMENT OF RESEARCH AND EVALUATION

High School Graduate Follow-up Questionnaire

NAME_____ (Maiden Name_____)

ADDRESS_____

PART I

General Information and Opinions

	# Students	%
Male	187	39.2
Female	288	60.4

	# Students	%	Return Rate
Mesa Central	29	6.1	23%
Mesa High	171	36.3	23%
Westwood	114	24.2	21%
Mt. View	156	33.4	25%

1. I attended Mesa Public Schools for 8 years.

Years	# Students	%
1	20	4.2
2	19	4.0
3	55	11.5
4	40	8.3
5	21	4.4
6	26	5.4
7	27	5.6
8	38	7.9
9	27	5.6
10	26	5.4
11	25	5.2
12	134	27.9
13	14	2.9

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2. I <u>am</u> doing what I had planned.

I <u>am not</u> doing what I had planned.

	# Students	%
Am	277	57.5
Am not	198	41.2

3. The <u>one</u> school activity that has helped me the most in what I am doing is . . .

	# Students	%
Art	33	7.6
Clubs	66	15.2
Social Affairs	77	17.7
Athletics	64	14.7
Drama	2	0.5
Speech	10	2.3
Music	38	8.8
Other	142	32.7

4. I needed <u>more</u> high school training in these <u>communication skills</u>... (more than one skill can be checked)

	# Students	%
Grammar	132	27.4
Speaking	156	32.4
Composition	128	26.6
Reading	83	17.2
Notetaking	155	32.2
Outlining	77	16.0
Punctuation	92	19.1
Spelling	132	27.4
Penmanship	84	17.4
Other	40	8.3

5. I took classes full time at Mesa Central High School.

	# Students	%
Yes	32	6.7
No	442	93.1

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6. I took classes part time at Mesa Central High.	# Students	%
Yes	18	3.8
No	452	96.2

Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

In high school I should have been required to take more:	Mean
7. Art	3.2784
8. Physical education	3.0935
9. Music	3.1783
10. English	2.1588
11. Science	2.1280
12. Vocational education	2.4946
13. Cooperative education	2.7130
14. Agriculture	3.2780
15. Mathematics	1.8817
16. Home economics	2.8680
17. Social studies	2.5271
18. Industrial arts	2.9375
19. Foreign language	2.4684
20. Business education	2.0415

The high school <u>should</u>:	Mean
21. Have more homework	2.6711
22. Enforce rules of conduct more strictly	2.2043
23. Offer more subjects students can use directly in jobs	1.7837
24. Require fewer courses and offer more electives	3.7634
25. Place bright, average, and slow students in separate classes	2.2143
26. Make the school day longer so students can take more classes	3.6356
27. Provide more dances, parties, and other social activities	2.9591

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High school <u>helped</u> me:	Mean
28. Develop study skills	2.8799
29. Understand my abilities	2.4667
30. Think through my problems	2.6466
31. Prepare for work	2.7629
32. Prepare for marriage and family life	3.3777
33. Take part in community affairs	2.9611

The high school guidance services <u>helped</u> me in:	Mean
34. Planning my school schedule	2.223
35. Interpreting tests and other data	2.356
36. Recognizing my abilities	2.386
37. Personal counseling	2.286
38. Planning for education after high school	2.316
39. Career planning	2.344
40. Seeking employment	2.524
41. Getting military service information	2.490
42. Seeking financial aid	2.460

	Mean
43. My high school teachers were available before and after classes.	1.923

While in high school I got help with <u>personal problems</u> from:	Mean
44. My counselor	2.486
45. Relatives and other	1.698
46. A high school teacher	1.980
47. The high school nurse	3.099
48. A high school administrator	2.735

High school successfully prepared me in:

		Mean
49.	Art	2.227
50.	Physical education	1.991
51.	Music	2.009
52.	English	2.238
53.	Science	2.288
54.	Vocational education	2.106
55.	Cooperative education	2.000
56.	Agriculture	2.314
57.	Mathematics	2.336
58.	Home economics	2.017
59.	Social studies	2.202
60.	Industrial arts	2.087
61.	Foreign language	2.488
62.	Business education	2.051

For those subjects in which you were poorly prepared check why the preparation was poor.

		Poor Instruction		No Practical Application		Not Enough Courses		My Lack of Study Habits or Skills		Lack of Interest on Subject		Other
63.	Art	10	4.5	40	18.1	23	10.4	19	8.6	91	41.2	38	17.2
64.	P.E.	18	10.8	27	16.3	20	12.0	19	11.4	45	27.1	22	22.3
65.	Music	9	5.5	22	13.4	16	9.8	19	11.6	65	39.6	33	20.1
66.	English	61	25.6	33	13.9	42	17.6	60	25.2	24	10.1	18	7.6
67.	Science	27	12.2	26	11.7	52	23.4	53	23.9	50	22.5	14	6.3
68.	Vocational Ed.	9	5.7	12	7.6	34	21.7	15	9.6	49	31.2	38	24.2
69.	Cooperative Ed.	5	3.5	14	9.8	23	16.1	13	9.1	45	31.5	43	30.1
70.	Agriculture	6	3.8	18	11.5	11	7.1	13	8.3	81	51.9	27	17.3
71.	Mathematics	65	26.1	20	8.0	34	13.7	77	30.9	29	11.6	24	9.6
72.	Home Economics	12	9.3	12	9.3	25	19.4	16	12.4	31	24.0	33	25.6
73.	Social Studies	28	17.0	25	15.2	20	14.5	42	25.5	26	15.8	20	12.1
74.	Industrial Arts	12	8.5	15	10.6	13	9.2	14	9.9	59	41.8	28	19.9
75.	Foreign Language	22	11.8	20	10.7	28	15.0	30	16.0	55	29.4	32	17.1
76.	Business Ed.	15	9.0	19	11.4	46	27.5	22	13.2	28	16.8	37	22.2

77. As a whole, I think my high school experience in Mesa was:

	# Students	%
Excellent	148	31.2
Good	228	48.1
Fair	75	15.8
Poor	18	3.8
Bad	5	1.1

78. At some time since high school graduation, I have been enrolled full time at a:

In-State	#	%
College/university	134	27.8
College/junior college	177	36.7
Trade, technical or business school	51	10.6
Out-of-State		
College/university	57	11.8
College/junior college	11	2.3
Trade, technical or business school	15	3.1

PART II FULL-TIME STUDENT (200)

79. I am presently enrolled at a:

In-State	#	%
College/university	109	54.5
Community/junior college	47	23.5
Trade, technical or business school	13	6.5
Out-of-State		
4-year school	28	14.0
2-year school	0	0.0
Trade, technical or business school	3	1.0

80. The person who most influenced my choice of school was:

	#	%
1. Me	135	66.5
2. A friend	13	6.5
3. A teacher	12	6.0
4. My parents	21	10.5
5. Other	15	7.5
6. A counselor	3	1.5
7. A relative	1	0.5
8. A college representative	2	1.0

81. The major program of study in which I am enrolled is:

		#	%
1.	Law	7	3.5
2.	Nursing	11	5.5
3.	Business	54	27.0
4.	Medicine	10	5.0
5.	Education	16	8.0
6.	Fine Arts	9	4.5
7.	Engineering	28	14.0
8.	Architecture	2	1.0
9.	Liberal Arts	18	9.0
10.	Other	45	22.5

82. This program will require 4 years to complete.

Years	#	%
0		
1	9	4.6
2	19	9.7
3	10	4.1
4	114	58.5
5	26	13.3
6	8	4.1
7	4	2.1
8	3	1.5
9	2	1.0

83. I decided on this program in the:

	#	%
9th grade or before	22	11.1
10th grade	14	7.1
11th grade	25	12.6
12th grade	41	20.7
After completing school	96	48.5

84. In comparison to my high school grades, my present grades are:

	#	%
Higher	49	24.6
About the same	98	49.2
Lower	52	26.1

Male		Female	
#	%	#	%
22	25.3	27	24.3
34	39.1	63	56.8
31	35.6	21	18.9

85. I expected my present school to be mostly:

	#	%
Social	15	7.5
Cultural	3	1.5
Practical	82	41.0
Intellectual	97	48.5
High school cont.	17	8.5
Other	16	8.0

86. My present schooling is/is not what I expected it to be.

	#	%
Is	160	80.4
Is Not	39	19.6

87. After high school, my going to college was:

	#	%
Very Important	136	68.0
Important	42	21.0
Okay either way	18	9.0
Not important	2	1.0
Did not want to go	2	1.0

88. In addition to going to school full time, I am also employed:

	#	%
0-10 hrs.	68	35.4
11-20 hrs.	53	27.6
21-30 hrs.	41	21.4
+ 30 hrs.	30	15.6

PART III NOT A FULL-TIME STUDENT (275)

79. I am presently:

	#	%
Employed:		
Full time	173	63.4
Part time	30	11.0
Part/school	17	6.2
Not employed, seeking work	22	8.1
Not employed, not seeking work	31	11.4

80. I am employed as a:

	#	%
Manager	15	6.8
Domestic	2	0.9
Industrial worker	10	4.5
Proprietor	1	0.5
Agricultural worker	2	0.9
Tradesman	19	8.6
Service worker	18	8.2
Other	72	32.7
Clerical	53	24.1
Protective Service	5	2.3
Operator	16	7.3
Professional or Semi-prof.	7	3.2

81. I learned about my present job through:

	#	%
1. Advertisements	30	10.9
2. A school source	23	8.4
3. An employment agency	2	0.7
4. A friend or relative	128	46.5
5. Other	48	17.5

82. When I graduated from high school, I did/did not plan to enter my present type of work.

	#	%
Did	93	42.1
Did not	128	57.9

83. My present job requires:

	#	%
More than two years of college	4	1.8
Two years of college	7	3.2
High school diploma plus technical training	54	24.8
High school diploma	87	39.9
Less than a high school diploma	3	1.4
No specific education	63	28.9

84. My high school education prepared me for my present job:

	#	%
Very well	25	11.3
Well	47	21.2
Adequately	85	38.3
Poorly	13	5.9
Very poorly	3	1.4
Does not apply	49	22.1

85. I am/am not also continuing my education or participating in a formal training program.

	#	%
Am	98	44.7
Am not	119	54.3

86. This education or training is/is not related to my present job.

	#	%
Is	70	34.5
Is not	55	27.1
Does not apply	78	38.4

87. Since graduating from high school, I have held 1.76 full-time jobs.

	#	%
0	1	0.4
1	116	48.5
2	83	34.7
3	25	10.5
4	9	3.8
5	4	1.7
6	0	0.0
7	1	0.4
8		

88. I dropped out of higher schooling or training because of:

	#	%
Marriage	21	19.3
Financial problem	13	11.9
Job opportunity	18	16.5
No definite goals	13	11.9
Poor study habits	6	5.5
Health problems	4	3.7
Needed at home	1	0.9
Lack of interest	8	7.3
Poor high school prep.	4	3.7
Poor grades	4	3.7
Other	17	15.6

89. The major reason I did not continue my education after high school was:

	#	%
My parents	1	0.5
Entering military	9	4.7
Marriage	46	24.6
Transportation	4	2.1
Lack of interest	46	24.0
Insufficient funds	29	15.1
Not required for my field	20	10.4
I could not attend the school of my choice	3	1.6
Other	34	17.7

90. Since high school I have had:

	#	%
Beauty college training	11	4.0
Business college training	12	4.4
Military training	13	4.7
Technical training	40	14.5
Apprentice training	23	8.4
College or university courses	57	20.7
Other special training	51	18.5
Junior college	92	33.5
None of these	56	20.4

91. Since high school I have completed:

	#	%
Beauty college training	11	4.0
Business college training	6	2.2
Military training	13	4.7
Technical training	30	10.9
Apprentice training	12	4.4
College or university courses	20	7.3
Other special training	39	14.2
Junior college	20	7.3
None of these	143	52.0

92. To reach my occupational goal, I will need the following additional training:

	#	%
College	98	35.6
On-the-job	93	33.8
Business or technical	55	20.0
Evening school	43	15.6
Military	8	2.9
Work study	8	2.9
Correspondence	9	3.3
Apprenticeship	16	5.8
Other	14	5.1
None	38	13.8

93. Five years from now I expect to be:

	#	%
1. Working for the same employer--same position	9	3.3
2. Working for the same employer--different position	61	22.7
3. Working for a different employer--same position	10	3.7
4. Working for a different employer--different position	72	26.8
5. In military service	8	3.0
6. A full-time student	10	3.7
7. A housewife	47	17.5
8. Self-employed	29	10.8
9. Other	23	8.6